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3 St. Andrew Street Holborn Circus, E.C. 1.

TELEPHONE: CITY 4963.

Women's Leader & Common Cause

62 Oxford Street, W.1.

OBITUARY.

MISS CHARLOTTE M. MASON.

By the HON. MRS. E. L. FRANKLIN.

In Charlotte M. Mason there has passed away, at the age of 81, one of the most wonderful, and at the same time lovable, women of our time. It would be difficult, even in a long biography, to convey any sense of what she was. What she taught can be found in her writings:—"Home Education,"—"School Education,"—"The Child as a Person," and in the "Teaching Methods of C. M. Mason," etc.,¹ and we understand that she has left the MS. of a new volume prepared in the midst of those busiest last years.

The only child of a Liverpool merchant, she was taught at home and read much. She liked to be read aloud to, and her secretary and friend, who came to her as a young girl and remained until the end, used to read to her for three or four hours daily books of philosophy, travel, theology, biography and novels. She never forgot any book that was read to her, and could quote without reference.

She determined to be free of financial cares, so she wrote articles and delivered lectures in order to buy an annuity, and having done this she devoted herself to her life's work. She founded the Parents' National Educational Union, the Parents' Union Correspondence School, and the House of Education Training College, which she directed and controlled up to the end.

She was that rare combination, an original thinker and philosopher, and a marvellous organizer and business woman. Up to the last four days of her life she attended to her letters and to the enlargement of her house to accommodate the increasing number of students who are anxious to enter the College. She also edited the *Parents' Review* for thirty-three years, and each term (the last included) prepared the programme of work for the Parents' Union School.

Last summer she opened up the College to receive members of the Parents' Union for a Conference, and her gracious hospitality and the joy of her lectures and her presence will abide as a precious memory with all those who were there.

Economically, Miss Mason did much for the position of the teacher in the home schoolroom. Not only was hers the only training college for governesses in homes, but even before the war she was always able to command for them excellent salaries. Her students, even young girls straight from the College, never received less than £70 resident. Now, as always, they never have to look for a post in the labour market; when they leave one post there are three or four others waiting for them with salaries of £120-£200 resident. Their all-round training, their enthusiasm and love of children and power of giving them a "liberal education," make the "Ambleside teacher" greatly sought after, and some of those trained over twenty-eight years ago are still able to obtain excellent positions. Her students are to be found teaching classes in this country and in the dominions, at the head or on the staff of private schools, and holding other important educational posts. One of them is now one of H.M.'s Inspectors—and this without a University degree.

Miss Mason always refused to be bound up in the red tape of departmental supervision. She was determined to be free of inspection and control. Alone she founded the College, and alone she directed her Correspondence School, into which children in home schoolrooms, private schools, and public elementary schools were gradually enrolled in increasing

numbers. All these children (numbering now about 40,000 odd), in different stations of life, are all mourning her. Wreaths, letters and messages came from children, parents and teachers who had, in some cases, never seen their "head," but to whom her spirit had spread. It is here that she was so unique: she disliked the power of personal influence and until the last few years she was seldom seen, but her teaching, her educational principles, her philosophy of life, inspired her followers.

Her graciousness and courtesy, mingled with her great wisdom and fun, made the atmosphere of her home beautiful in every sense, and even the lowest maid who entered there, and only saw her perhaps when she left to be married, carried the sense of a great privilege with her.

Editor of a magazine, founder and inspirer of a Society necessitating a huge correspondence, Principal of a Training College, Director of a Correspondence School with 40,000 children in it (whose examination papers she looked through and signed twice a year)—she deserves her rest, and we must not wish it otherwise.

She never allowed her educational philosophy to be called by her name, and it is this impersonal teaching which makes the hope of the future. Her Society, her College, her Correspondence School will continue under those whom she has trained and appointed for the posts. In this will be her memorial, and as now, so in the future—the children will "rise up and call her blessed."

¹ Obtainable at P.N.E.U. Office, 26 Victoria Street, S.W. 1.

N.B. Assistance or independence
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Haywards Heath.

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NEW SCHOOL HALL: "LIKE SITTING IN A GARDEN"



"You feel that you are sitting in a garden with a sort of shelter over you," said Lady Brabourne when opening this £20,000 new hall at the P.N.E.U. School at Burgess Hill. A report of the opening ceremony appears on page 2.

April 1925
For

Mrs. Franklin
Parents' Nat. Imp. Union
DURRANT'S PRESS CUTTINGS,

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Yorkshire Post

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26 JAN 1925
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HOME EDUCATION.

(From a Correspondent.)

MOTHERS who are desirous that their children should be educated at home will welcome the syllabus that is sent out by the Parents' National Educational Union. Not only does this syllabus bring up-to-date teaching into the schoolroom, but the necessary system that is so often, unfortunately, left out of the home curriculum.

Governesses who have been trained at the P.N.E.U. centre at Ambleside are very much in demand all over the world. With an efficiently trained governess and a well arranged time-table there should be very little slacking amongst the young folk. Indeed, there is seldom the desire to do so, for the work is made so interesting that each lesson is a kind of voyage of discovery. The object of the Union is to make knowledge delightful in itself, and for its own sake, without thought of marks, places, prizes, and other rewards.

Naturally, therefore, the examinations, although included in the syllabus, are of minor importance. There is none of the "cramming" that generally precedes examinations, nor do the children suffer from the terrifying effect that such an ordeal has upon many in our schools. Knowing this, the children work steadily on term after term, with the result that what they do learn is not forgotten.

Another excellent feature of the Union system is the use of lesson books of literary value and interest. The reading of good literature is in itself a liberal education, and a pleasant one.

Particular attention is given to all outdoor pursuits, nature study, handicraft, and art studies. There is nothing haphazard about the training. The best of everything is gathered together and given to the children, so that they learn early in life to appreciate those things that can be a joy and consolation in later years.

The Union, which has been working now for nearly forty years, was founded by Miss Charlotte Mason, that splendid pioneer of education of her time, who realised the necessity for some system for the home-trained child. Very often the children were taught by a governess who knew little more than themselves, and in any case people had not realised the importance of education as they understand it to-day.

Children who have been taught according to the P.N.E.U. time-table do exceptionally well if later they go to other schools, and should require no more than two terms' special work to enable them to qualify for the London Matriculation Examination.

For

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SIMPLIFY. SIMPLIFY.

(By Dorothy Hodgson.)

THE difficulties of dealing with children are greatly exaggerated and anxious parents Thoreau would do well of "Simplify, simplify." It is the over-anxiety, over-indulgence, over-repression, over-feeding, over-clothing, that cause the complexes and delinquencies compassing about the years of childhood, that Golden Age that should be entirely joyous and care-free.

And yet the ideal is so easy of attainment. I read in some book of a wise American millionaire who had his only son brought up in a remote farm-house among the hills, without disclosing to him his identity, and there he lived the life of the country-side, his education being conducted by a competent and companionable tutor. By this means he was spared the noise and glare of city life, he escaped the adulation that would have been paid to his prospective wealth, and came to manhood unspoiled and full of health and vigour, fit to take up the responsibilities of his great possessions. One thing he lacked, however, and this was the disciplinary influence of brothers and sisters. They are the only people in the world from whom the unvarnished truth can be borne without resentment. Unhappy is the man to whom no one has dared to speak the truth. He lives in an unreal world, and never gains a proper sense of values.

The ideal conditions of life for a child are: A home in the country, simple food, simple clothes, a few playmates, plenty of occupation and opportunities for holidaying; regular hours, and occasional simple treats.

The desire for treats is much stronger in the grown-up than in the children themselves. There is far more real happiness to be found in the hours spent "playing about" in the fields or the garden than in the expensive expedition to the pantomime or the seaside which perhaps does not come up to their fantastic expectations. Also, the feeling of being watched to see how much they are enjoying it gives a sense of effort to their pleasure. The restless child, taking a drive through a glorious scenery, is not having nearly as much fun as the little ragamuffins playing by the wayside.

Above all things let your "Yes" be certain of the "perhaps" that leads to the discontent. Only let there be as few "Nays" as possible. When the unnecessary negatives have been eliminated, it is surprising how few there will be left, and how much more surprising to you to find how naturally they will be accepted by the normal child. He is not the tyrannical monster you believe him to be; he is merely an experimenter who is testing his powers.

It is not within the realm of possibility to supply always the country-house and commonsense way of doing things can be attained by any mother who sets her mind to it.

Moreover, there are clearly-worded guide books written by the pioneers of this rescue work—for the task of saving children from the mistaken kindness of their indulgent parents is fully as urgent as the S.S.P.C.C.—Truby King, Maria Montessori, and Charlotte Mason, which are quite easy to follow.

What man is he who having bought a motor car and contemplating a journey, would set out without a map, or an itinerary, and also without some knowledge of the inner workings of the machinery? He would indeed be destined to teach him, "because he loved it." And it is a child who loves his motor car to his mother than any, the task is not nearly so difficult as it looks when you know how to do it.

For

Parents Ed
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Truth

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Cutting

dated.....192

"Overworked Schoolchildren."

On another page I publish a letter on the above subject from the Secondary School Master to whom Mrs. C. K. Synge replied last week. I do not know how far he is acquainted with the work of the Parents' National Educational Union, but I understand that through its agency Miss Mason's educational ideas have been making their way gradually into the public elementary schools, though I do not know how many. It is claimed for the method that where it has been tried the results have been highly satisfactory. Trials can only have been made on the initiative of schoolmasters and schoolmistresses, and presumably with the approval of the Board of Education.

When, therefore, "A Secondary School Master" says that private enterprises of this kind can only touch the fringe of a ring, and that "revolt must come from within that ring," while he is evidently on the right track, the prospect in this particular instance looks more hopeful than he seems to consider it at present. The P.N.E.U. was primarily founded for the guidance and assistance of parents who, for one reason or another, desire to educate their children at home; but, as I understand it, its services are equally at the disposal of school teachers who desire to give its principles a trial.

All that seems necessary, therefore, is that teachers who are conscious that the accepted methods are open to improvement should use this opportunity. They would probably do so if the results obtained by Miss Mason's system were more widely known in the scholastic profession; and if the Board of Education is not opposed to experiments with this system, it might well encourage

more of them. Her disciples regard Miss Mason as the greatest educational reformer of modern times, and they testify from practice, not from theory. If only the sort of educational miracles that are talked about were repeated in a few schools in different parts of the country, there would be a revolution in education in a few years.

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Cutting from issue dated.....192

CORRESPONDENCE.

"OVERWORKED SCHOOLCHILDREN."

DEAR SIR,—Though I have no first-hand acquaintance with the Parents' Union School, which Mrs. K. C. Synge suggests as a solution of the difficulties described in my article "Overworked Schoolchildren," I have heard of the movement and the excellent pioneer work of Miss Charlotte Mason. There are a few details of the curriculum with which I should feel inclined to disagree, notably the prominence given to religious instruction. Two points, however, have impressed me very favourably in the method of the Parents' Union School. Firstly, it recognises the great fact that the child is the best teacher, and that the teacher is there as a guide rather than as a forcible feeder of young brains. Secondly, oral composition, the best medium of self-expression, appears to be the basis of instruction in all subjects. With these two main features of education at Ambleside everyone interested in educational reform will heartily agree.

Unfortunately, these private enterprises or opposition schools, through no fault of their own, are only able to touch the fringe of the great ring that encloses the overwhelming majority of elementary and secondary schools, education authorities and parents. The revolt must come from within that ring. I am sure there is a common ground upon which all strivers after more enlightened educational methods could meet. They could undertake a co-operative scheme of vigorous propaganda among parents—since education authorities are adamant and headmasters timid. Ignorance and prejudice could be tackled by making it clear to parents that these new methods have as one of their main objects the better preparation of the child for the business of earning a living. Parents should be told that they have every right to ask how and what their children are taught, and to protest strongly if they are not satisfied.

I feel sure that parents have it in their power as a body to break the ring and force the hand of education authorities. That is why I suggested at the end of my article that, however important it may be to educate the child on new lines, it is even more urgent to educate the parents of children now studying in unsatisfactory elementary and secondary schools.—Yours faithfully,

"A SECONDARY SCHOOL MASTER."

[Some remarks on this letter will be found in "Entre Nous" on an earlier page.—EDITOR.]

SIR,—Your correspondent Mrs. C. K. Synge has missed the concealed humour of the article by "A Secondary School Master." His was an effort to keep off the English from the hidden monopoly of the Scotch, whereby they overcome and control. I have no doubt the humour was appreciated in Aberdeen at least.—Yours truly,

W. J. BURNS SELKIRK.

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The Times

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EDUCATIONAL SUPPLEMENT.

Charlotte Mason

One hundred years ago next Thursday is the centenary of the birth of Charlotte M. Mason, founder of the Parents' National Education Union. Hers was a life devoted entirely to children and young people, a life inspired by the belief that "the family is the unit of the nation," upon which she built the theory and practice of education associated with her name. It was in 1885 that she first began to lecture on the home education of children. Two years later came the founding of the Parents' Educational Union, and in 1891 the founding of the House of Education and the sending out of the first programmes and examinations of the Parents' Union School. Hard upon this came the opening of a training college for teachers which, starting with four students, rapidly increased its membership. From that time until her death in 1923 Miss Mason was ceaselessly engaged with these various activities she had promoted, and which year by year she had the gratification of seeing expand and win increasing recognition. To-day there are P.N.E.U. teachers all over the world, carrying on the work of Miss Mason, and seeking to give an education which shall "produce a human being at his best, physically, mentally, morally, and spiritually."

"A LIBERAL EDUCATION FOR ALL"

IMPORTANT

THE WORK OF CHARLOTTE MASON

FROM A CORRESPONDENT

To speak of anyone as an idealist often implies that, however inspiring his thoughts may be, he has failed to translate them into terms of practical politics. Many idealists are, it must be admitted, so preoccupied with thought that they have neither time nor inclination for action; but there are some rare spirits who, having probed the profundities of thought, cannot rest content to leave the working out of the truth they have discovered entirely to others. Among these latter was Charlotte Mason, the centenary of whose birth falls next Thursday.

Charlotte Mason had the happiness of being in close touch with children and young people for all the 60 years of her working life, but for the first 25 years she put forward no theories. She then wrote of her experience with such knowledge that she was able to lay down principles which should make possible the carrying out of the ideal for children which she had in view. For another 35 years she continued her work, and only at the age of 80 finished her "Essay towards a Philosophy of Education," in which she set forth a working philosophy of education which she had tested and approved during 60 years of active practice. She was no armchair philosopher. What she wrote of in theory she knew in practice, in her own personal experience, and in helping others, both children and adults, to similar experience. Her thought led her to the conclusion that a liberal education was necessary for every one in all the due relationships of life. How to secure it in view of the limited and economical ideas which traditionally governed what was then thought possible covers the story of her life and work.

Charlotte Maria Shaw Mason was born at Bangor on January 1, 1842. Her home was in Liverpool, where her father was a merchant. The only child of only children, she was left an orphan at the age of 16. Even at that age her greatest desire was to live with children, and so she decided to devote her life to them. After a short training, and some experience in schools of various grades and in a training college, she began to perceive certain principles leading to a reformed theory and practice of education. She tells something of this story in her introduction to "An Essay towards a Philosophy of Education." After 25 years' experience she put forward these principles and their practice in a series of lectures given in Bradford in 1865 on the home education of children. Friends gathered around her, and it was decided to start a society for the furtherance of these principles. The lectures led to letters from parents requesting further lectures, and in 1867 Charlotte Mason was invited to lecture before the British Association, held that year at Owens College, Manchester.

In 1867 a meeting was held in Bradford, in the drawing-room of Mrs. Francis Steintal, with a view to starting a Parents' Education Union, for it is always to parents that Miss Mason makes her first appeal. A further meeting in Bradford, and much correspondence with the leaders of educational thought of the day, led to a meeting in London, at which the Union was put upon an official footing, with a council and an executive committee. Charlotte Mason continued to lecture, and in 1890, with the help of friends, launched *The Parents' Review*, a monthly magazine. Of this she remained Editor till 1923.

"AN UNWALLED UNIVERSITY"

Then came the question of how best to further the work. Charlotte Mason had for some years spent her holidays in the Lake District, and the idea gradually grew upon her that here might be a dwelling-place for the centre of her work—a spot full of beauty and literary associations, an "unwalled university," as she once called it. Here in 1891 she founded the House of Education. In the same year she sent out the first programmes and examinations of the Parents' Union School, a scheme to help parents in the home education of their children. In 1892 she opened the training college for the training of teachers to help parents in carrying out her Method. For a time the work in all its branches was carried on from Ambleside, and Miss Mason did much of the lecturing herself, but it soon became necessary to have an office in London from which the propaganda work of the union could be carried out, work which is still continued to-day. The Union holds an annual conference in various parts of the country, an annual meeting in London in June, and a public meeting there in January. There is also much propaganda work done from the London office.

Until 1936 Isabel Marchioness of Aberdeen and Temair was the honorary president of the Parents' National Education Union, and until his death the Marquess of Aberdeen was associated with her in the presidency. In 1936 Lord Alastair Graham accepted the office of president. After

many years as chairman of the executive committee the present Dean of Gloucester (late headmaster of Westminster School) retired, and his place was eventually taken by Sir Fabian Ware, the present chairman. For the past 45 years the Hon. Mrs. Franklin has been honorary organizing secretary.

The Parents' Union School, arranged first for home schoolrooms—in which many isolated parents are still teaching their own children—and later extended membership to private schools and classes. There were soon many thousands of British children from six to 18 receiving a liberal education under its auspices in every part of the world. In 1902 the Board of Education issued regulations enabling the Head of any State school to take up, with the sympathy of the local education authority, any method of teaching which seemed to promise benefit to the children under his or her charge. It was then that the vision which had always been in Charlotte Mason's mind of the possibility of "A Liberal Education for All" came true. The first State school started the method in Yorkshire in 1911, and from that time onwards examination papers came in to Ambleside from children in every rank of life. A series of letters published in *The Times* in 1912 on "The Basis of National Strength" led to the furtherance of this part of the work, notably in Gloucestershire, where Mr. Household, the Secretary for Education, became convinced that the State schools should be given an opportunity by the supply of books to follow Charlotte Mason's method. Some hundreds of Gloucestershire schools were glad to take the opportunity offered.

"A HUMAN BEING AT HIS BEST"

The Training College (now the Charlotte Mason College), started with four students, soon reached 25. In 1895 Charlotte Mason moved the work to Scale How, a house with beautiful grounds, situated about 200 feet above Ambleside, and containing many memories of the literary associations of the district. Here she trained her students, lecturing to them on her educational Method, guiding the work in a small practising school in which the programmes of the Parents' Union School were carried out, and providing for her students a quiet place where for two years they might study the nature and the needs of children in circumstances where much joy in living comes from close contact with plain living and high thinking. All that goes to a liberal education found scope in the college curriculum, and, as her prospectus said, "the aim of education presented to the students is to produce a human being at his best, physically, mentally, morally, and spiritually, quickened by religion and with some knowledge of Nature, Art, Literature, and manual work." Charlotte Mason lived here till her death, in daily contact not only with the students and with the children in the practising school, but in touch with the many thousands of children working in the Parents' Union School all over the world. She passed away in 1923, still in active work, at the age of 81, leaving in the hands of those trained by her, work itself so full of life from the inspiring principles of its founder that it has continued to grow since her death.

From time to time after 1886 Miss Mason contributed to the *Parents' Review* articles which were later collected to fill five volumes of her educational series, books which are the college textbooks—"Home Education," "Parents and Children," "School Education," "Ourselves," and "Some Studies in the Formation of Character."

The Training College to-day accommodates 30 students, and in the Practising School attached to the College there are 140 children, both boarders and day children. About half the number of students go out year by year to work of various kinds. There are always many home schoolrooms where qualified teachers are needed to take charge of a family of children, or sometimes one child only. There are classes where one or two families join together to employ Charlotte Mason teachers, either resident or non-resident, and there are many schools where the Headmistresses were trained at Ambleside, and others with one or more trained teachers on the staff. The demand for Charlotte Mason teachers still far exceeds the supply, and in the present crisis it is necessary to send them to schools rather than to home schoolrooms.

At the time of Miss Mason's death an "Itinerary" volume was published, with papers and letters giving accounts of her and her work, and tributes to its value from many points of view. Lord and Lady Aberdeen, Sir Amherst Selby-Bigge (Board of Education), Lord Baden-Powell, Sir Michael Sadler, Sir Clifford Allbutt, Mr. H. A. L. Fisher, Mr. H. H. Richards, C.B. (then Chief H.M.I.), Professor W. G. De Burgh, and the Hon. and Rev. E. Lyttelton, and many others paid tribute to an educational pioneer and an educational thinker who in her long life had done so much to unify national theory and practice and to prove that "a liberal education for all" was not only possible but should form the basis of national strength.

P.N.E.U. Mrs Franklin
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The Scotsman

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Womens Outlook

P.N.E.U. Centenary

The Queen's tribute to the memory of Charlotte Mason, founder of the Parents' National Educational Union, familiarly known as the P.N.E.U., has been printed in the centenary number of the *Parents' Review*, which marks the centenary of Charlotte Mason's birth. "Teachers owe much to her deep insight into child psychology," writes Her Majesty, "and to the new principles in character-building and mind-training which she advocated, but parents owe her still more. The gratitude of countless mothers in all parts of the world, who have profited by her counsel, will be her enduring memorial."

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Yorkshire Post *Evening*

Change Court, Albion Street, Leeds.

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29 JAN 1942

Latest Edition

ENDED RULE OF FEAR

Queen's Tribute to Pioneer in Child Education

The Queen, in a centenary tribute to the work of Charlotte M. Mason, the educational pioneer, who more than 50 years ago launched a campaign against the repression of children by their parents, writes in the "Parents' Review" that "the gratitude of countless mothers in all parts of the world who have profited by her counsel will be her enduring memorial."

Miss Mason founded, in 1888, the Parents' National Educational Union. Her aim was to end the regime of the school teacher's cane, to end school "don'ts" and to free children from the rule of fear.

When the union's jubilee was celebrated four years ago, it was stated that several young relatives of the Queen and of Queen Mary were being educated on the Charlotte Mason system.

The Queen says in her message, "Teachers owe much to her deep insight into child psychology and to the new principles in character-building and mind training which she advocated. But parents owe her still more."

Mrs Franklin
11/10/1914

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The Guardian

4 Playhouse Yard, Blackfriars, E.C.4.

Cutting from issue dated.....

CHARLOTTE MASON An Educational Pioneer

From a Correspondent

JANUARY 1 WAS THE CENTENARY OF THE birth of Charlotte Mason, the founder of the Parents' National Educational Union. Her ideals and ideas have been embodied in a great number of schools in England and overseas, in home classrooms, and to a great extent in the elementary schools of at least one county education authority. The inspiration which radiates from Ambleside is consciously reflected in the far corners of the earth, where men of British race serve the Empire, and bring up their young families in lonely places, and less consciously in many schools up and down this country which have felt the influence of the work which Charlotte Mason began.

For Charlotte Mason was a true pioneer, and, like many another, a pioneer of the grand platitude: Children are born persons. How obvious! Yet she is justified in saying: "We believe that the first article of our P.N.E.U. educational creed—'children are born persons'—is of a revolutionary character; for what is a revolution, but a complete reversal of attitude?" What sweat and toil it needed, and yet needs, to persuade people that education was made for children, and not children for education!

Growth, she would say, intellectual, moral, spiritual, is the sole end of education; and her aim was always to apperize the minds of children with rich variety, so that they should grow as naturally, healthily and unconsciously as do their bodies upon wholesome food:

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

Children brought up in P.N.E.U. methods are encouraged to bask and browse in paradise. They have the inestimable boon of learning the great secrets of nature, music, art and even arithmetic, as heirs of a great tradition, free children of the universe, not puppets of the blackboard. For Charlotte Mason abhorred:

The roughshod inculcation of inculted minds,
Case-hardened by their own thoughtless iterations.

No doubt she was often dismissed as a theorist and a doctrinaire, but there is comfort in the words of the Abbé de Tourville:

"There is nothing presumptuous in thinking or feeling that we are right. It is in fact necessary to get used to this kind of spiritual vigour. Otherwise we lose all clearness of thought, and are bound to go wrong!"

Charlotte Mason's insistence on liberty for children might have led to many misapprehensions, as it has done in other modern educational systems, if she had not held so clearly that liberty is founded upon obedience, and that the service of God is perfect freedom. Her first claim for children was that they should have freedom of thought, in order that they might not become so-called "free-thinkers." For she held strongly to the conviction that "the truth shall make you free", and regarded "free-thought" as a merited revolt against a narrow bondage of inculcation. "A human being is so made that he must have religion or a substitute", and she bravely declared that to give children the knowledge of God was to save them from terrors and superstitions.

Here Charlotte Mason is still a pioneer. Even to-day this country is in

great need of persuasion that liberty of conscience means liberty to believe, and not, as almost every English Education Act suggests, liberty to disbelieve. There was to Charlotte Mason no thralldom in accepting the Christian faith, but a terrible tyranny in the half-creeds and superstitions to which a "free-thinking" age has made obeisance.

In commemorating the centenary of Charlotte Mason's birth no service is done to her memory by a slavish following of the letter. She would have been the first to repudiate any theory of "verbal inspiration" which ties an essentially free movement to a detailed decalogue. But it may be claimed with truth that she, with other pioneers, inspired a movement the fruits of which can be seen in the freer atmosphere and greater realism of popular education at its best to-day.

PNEU

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Cambrian News

Terrace Road, Aberystwyth.

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CORRESPONDENCE

TEACHING AT HOME

Sir.—Your news items on Mr. Ball and home education, the first containing some remarks by the Director of Education and the second showing that many people are interested in home education, suggest that your readers would like to know more about the Parents' Union School, whose syllabus is used by Mr. Ball for his child, and by my wife for our three children.

This is no post-war upstart. It was founded in 1891 to introduce regular work and training to home schoolrooms. It has been a blessing to thousands in the Colonies who want to educate their children though hundreds of miles from a school. It has been used in this country and is becoming more and more popular for various reasons. There are some parents whose children would otherwise be changing schools frequently, and some who have tried "modern" teaching methods and found them wanting. Its syllabus is interesting, it is used in many independent schools and—as the Director of Education should know—in more and more State schools.

The School is an offshoot of the Parents' National Educational Union (or P.N.E.U.), which was founded by Charlotte Mason in 1888 in response to a demand which is even greater today—from parents who felt the need for intelligent guidance in the physical, mental, moral and spiritual development of their children. Nor is the advice out of date. Charlotte Mason, whose name is familiar to teachers and others, evolved her theory of education at the same time as Froebel, and teachers are trained in her methods at the Charlotte Mason College in the University of Manchester. She was neither German nor Italian, but lived in and loved the hills of Westmoreland, and her ideas on education, in their demand for gaiety with reality, reflect life in these islands. More than any other, her theory might be expected to appeal to those of us who live in Wales.

We joined last year while at Borth waiting for our house to be built. It is a correspondence school in the sense that a syllabus is sent for each child once a term, the teacher keeps to it and reports once a term on progress, and can get helpful advice at any time. Our children prefer it to school in the usual sense, they get along well and have more time to play. The Director thinks that full-time education means school-time education—but that is not the way the universities train their students nor we our children. He also thinks our children are pushed. More simply, if the children know little, they should work longer, and if they know too much, they are pushed. A weak argument.—Yours, etc.,

G. J. KYNCH.

Ty Meln,
Penelais-road,
Aberystwyth

31-5-56 The Times
MRS. W. H. CARNEGIE

A GREAT HOSTESS

A. T. M. and C. J. S. write:—

Mrs. Carnegie not only represented a link, spanning five generations, between London and American political circles but was herself a remarkable person. The exquisite grace in manner and appearance of the young Mary Endicott, which caught the eye of Joseph Chamberlain when he visited Washington in 1877, never left her till she died at the age of 93, and has remained in the memories of the thousands who have visited her at her homes in Birmingham and later in London. It is fortunate that this unique charm has been recorded in a striking portrait by Sargent, which is now to be hung in the National Gallery at Washington. After Chamberlain's death she found new happiness in marriage with Canon W. H. Carnegie, who was rector of St. Margaret's, Westminster, and also a Canon of Westminster. Her association with the political world was not broken, since Canon Carnegie was Chaplain to the Speaker of the House of Commons and she kept in close and constant touch with her step-sons, Austen and Neville Chamberlain. Her second marriage, however, gave her an additional interest in Church affairs. Many leaders of the Church of England and of other Churches found their way to Canon Carnegie's house, 17, Dean's Yard, and were to remain her friends after her second widowhood in 1936.

Mrs. Carnegie will be remembered in particular as being one of the great hostesses of her day. In her dinner parties, which she continued to give until three weeks before her death, her conversational gifts and eye for perfection found full scope and at some time or other she must have entertained most of the great British political and ecclesiastical personages of the last 70 years. Particularly through these dinner parties she was able to play a special, though she preferred it to be a modest, role in British-American affairs.

It was perhaps in her relations with her families by adoption—for she had no children of her own—that Mrs. Carnegie showed best her great gifts of devotion, loyalty, and courage. The American relations, the Chamberlains and the Carnegies vied with each other in their affection and admiration for "Cousin Mary," "Grandma," "Great Grandma," "Mother," as the case might be. Some will remember a special occasion on her ninetieth birthday, when perfectly dressed as always, she appeared for dinner with 35 of her relations and never thought of retiring to bed until 2 a.m. Others will recall tête-à-tête dinners, when they had the chance of eliciting accounts (told with the benefit of a photographic eye and an extraordinary memory) of such events as Joseph Chamberlain's first luncheon party with Mr. Gladstone after their split over the Irish Home Rule Bill, or of the day when she discussed fairy-tales with the Kaiser.

31-5-56 TIMES
DR. GILBERT MURRAY

A correspondent writes:—

The passing of Gilbert Murray casts a shadow over the year, but it is lost in the light he has shed on us all. Those of us who were still further enriched by his friendship find our grief mixed with a curious elation. We too have been in Arcadia. Simple kindness, simple courage, simple honesty, unassailable integrity, genuine and therefore inspiring humility—one of these qualities is enough for any man. He had them all.

214pneu154
THE TIMES - 3RD APRIL 1957

COLONEL F. C. TEMPLE

The Hon. Mrs. Franklin writes:—

Your obituary notice of Colonel Temple informs your readers of his distinguished professional career in which he did so much for the service of the nation. May I add a few words as to the help he gave to voluntary organizations? For 17 years he was the active hon. treasurer of the Parents' National Educational Union (P.N.E.U.), bringing to this work, which was very close to his heart, enthusiasm and, in addition, giving to his colleagues and staff the technical help and the advantage of knowledge with which his professional experience had furnished him. He was also honorary treasurer to the Charlotte Mason Foundation, and the many improvements to the structure of the Charlotte Mason College and adjacent houses at Ambleside owe much to his skill and devoted attention. As chairman of the governors of the Charlotte Mason Schools Co., Overstone Girls Public School, and Burgess Hill P.N.E.U. School, where his daughters were educated, he was able greatly to add to the amenities of the grounds and buildings. This list just gives an outline of some of his many interests. Wherever he went and whatever work he undertook, he became a much loved and respected colleague. He radiated kindness and courtesy and was a true friend to one and all—committee members, staff, and domestic helpers.

P.N.E.U.

al5pneu154

DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines).

The Times

Printing House Square, E.C.4.

Cutting from issue dated..... - 3 APR 1957.....

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P N E U.

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DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines).

The Herald

West Street, Farnham.

Cuttings from issue dated.....5 JUL 1957



Excerpts from "A Midsummer Night's Dream" were given in delightful weather at the Shortheath House P.N.E.U. School, Farnham, "open day" last week.

"Herald" Photo 3979

SHORTHEATH HOUSE
P.N.E.U. SCHOOL

PARENTS AT "OPEN DAY"
PROCEEDINGS.

How often has a parent said, "I wish I could be a fly on the wall to see what goes on at school!" On Friday last, by kind invitation of the headmistress, Miss Bernau writes a correspondent, we became—not flies exactly, but invisible watchers of an ordinary day's work at Shortheath House P.N.E.U. School at Shortheath Crest.

During the "open day" parents sat at the back of any classroom they chose and listened. One got an excellent idea of how this system of education trains a child's memory and intelligence. We attended a cross-section of all the usual subjects—history, English, mathematics, Bible study, geography, nature study, and, in addition, picture study (in this case, Manet, the artist, studied this term), and a fascinating session on recording the shapes and markings of leaves.

EXAMINATION SUCCESSES

During break I chatted for a few minutes to Miss Bernau about the P.N.E.U. system and asked what results they had had in the recent examinations. She told me that all pupils who had taken the common entrance for their public schools had passed this year; also all entrants for the grammar school 11-plus examination had gained places at their grammar schools.

In the afternoon, parents came back and brought friends with them. We watched some very good displays of P.T. and also games. The games were obviously much enjoyed by the children, but were clearly designed to teach co-ordination of mind and muscle, and good sportsmanship.

SONGS OF WIDE RANGE

A burst of clapping from the large schoolroom indicated that the songs were being much appreciated. The songs ranged from the very simple action songs for the tiniest to the more ambitious ones tackled by the bigger girls, including a round most charmingly sung.

In the 1st form room we were able to see various cut-outs, chalking and painting by the small ones, including a country scene done on a sand tray.

The big play room was used to display art, needlework and pottery. The standard was high and the approach most imaginative. Nearby we saw a class shaping figures from clay with such enjoyment that one mother couldn't help joining in!

NATURE DIARIES

Also in display were the nature diaries, in which the older children describe or paint anything they notice to do with wild animals, flowers, insects, trees, stars or the weather. This has the effect of training the children to observe and report accurately. Some of the illustrations in these books could only be described as exquisite. Century note-books are kept by the older girls and these teach them to fit historical facts, people or buildings into their own place in the span of knowledge. This is encouraged, too, by the history charts which hang in the form rooms and on which small illustrations, painted by the children, are added. The finished result is a fascinating picture of the century being studied.

SHAKESPEAREAN EXCERPT

Members of the parents' association served iced coffee and biscuits, and then came an excerpt from "A Midsummer Night's Dream." Who would have thought that children could enter so wonderfully into the rustic humour of the "play scene"? But from the moment the solemn procession was over, and the players were on, they had us really laughing. The school certainly deserves real congratulations for producing such an outstanding performance.

So ended the "open day," and parents went home with a clearer idea of how their children were being taught, and with new thoughts on how they could co-operate with Miss Bernau and the staff.

P.N.E.U. 117 pnc 154

DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines).

Maidenhead Advertiser

80-82, Queen Street, Maidenhead.

Cutting from issue dated

17 JAN 1958

Bray girl wins British ski championship

FOURTEEN-year-old Tania Heald of Rickhams, Bray, won the Junior British Girls' (under 18) ski championship at Villars, Switzerland, on Saturday. She convincingly won the downhill run and the slalom, and was only a few seconds behind the winner of the boys' section.

The previous Monday, she had the fastest time in the girls' and womens' section of the race for the Geneva Cup at Gstaad. The event was open to all British amateur race-goers.

It is the first time that Miss Heald has won the junior championship. Last year she came second when she competed at Davos. Then, she was beaten by Elspeth Nicholl of Old Farm House, Oakley Green. This year Miss Nicholl came third.

Coached by brother

For the past three years, Miss Heald has received training at Davos. Much of her coaching was given by her brother Michael, who trained for the 1948 Olympics, although he was not finally chosen for the team.

Because of her excellent performances, the British Ski Team committee recommended that Tania should compete in the British Women's Ski championship at Adelboden on Wednesday. Her brother said that it was quite an honour for such a young skier.

Miss Heald was born at Virginia Water, and before moving to Bray in 1951, lived at Waltham St. Lawrence. She was educated at Maidenhead PNEU school and at present attends Southover Manor, at Lewes, Sussex.

Ski-ing father

She attended La Roche School of Dancing for some time, and was also a member of the Cadogan Riding school team, at the Cadogan Riding School, Holport.

Her father, Mr. Stephen Heald, is a member of the council of the Ski Club of Great Britain and is also vice-president of Marden's Ski Racing Club at Davos.



Tania Heald

PNEU 218 pneu 154

DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines).

Evesham Journal

Swan Lane, Evesham.

Cutting from issue dated.....

26 DEC 1958

MORETON P.N.E.U. SCHOOL

Sir,—In a report in last week's "Journal," of the Moreton-in-Marsh Parish Council meeting, I note Mr. Heeks stated that traffic collecting children from the P.N.E.U. school was damaging the greens in the High-street.

In fairness to parents, friends and bus drivers responsible for transporting these pupils, I feel Mr. Heeks should substantiate his statements, or, failing this, apologise in the Press for an inaccuracy.

It is a pity Mr. Heeks has failed to notice that the green outside the P.N.E.U. school is the least damaged of all the greens in High-street. However, if he can offer proof of his allegation, I will arrange for him to meet the offenders on these premises.

Yours faithfully,

F. N. ISITT,
Principal.

P.N.E.U. Private Day School,
The Dormer House,
Moreton-in-Marsh,
December 20, 1958.

DURRANT'S PRESS CUTTINGS

29-39, Monmouth Place, London, W.C.1.
Telephone: CENTRAL 3148 (Two Lines)

Horley Advertiser

Redhill, Surrey

Cutting from issue dated

21 AUG 1959

HOW MOTHER CAN BE TEACHER (OFFICIAL) NOVEL AMATEUR EDUCATION SCHEME

A father-of-three with a problem burst into an office in London's Westminster last spring. He had been offered a job as civil engineer in the British Overseas at twice his existing salary, but one thing stopped him from accepting outright—he had three children, aged between four and seven. How were they to be educated out in Africa, eighty miles from the nearest school? Miss Winifred Wareham, of the Parents' National Educational Union, pointed out that the only solution was for him, or his wife, to teach the children themselves. After going thoroughly into it, the young couple decided—somewhat to their surprise—that the task was within their powers.

Many British families living in remote parts abroad had already come to the same conclusion. Every month, letters reach P.N.E.U.'s London headquarters from places as distant as Ascension Island, Antigua and Trinidad de Cuba, as well as former British colonies which are now self-governing. P.N.E.U., the non-profit making organisation which solves the educational problem for so many, was founded in 1889 by Charlotte Mason, a gifted educationalist. Three years later, in 1891, she started the Parents' Union School, a kind of correspondence school for children who were forced by circumstances to learn at home. Today the P.U.S. is making home education possible—and legally permissible—for nearly 1,200 children in the United Kingdom and abroad. The Ministry of Education approves of the P.N.E.U. home schoolrooms so long as the programmes are properly followed.

Pupils throughout the World

P.N.E.U. advocates not merely a system of home schooling but an educational system that is universally applicable. It is being used today in more than a hundred schools, with many thousands of pupils, in all parts of the world. "We believe," says Miss Wareham, "that all children are individuals, needing individual attention. Consequently each pupil has a separate plan of work drawn up for him. This can be of exceptional value to children who have become unbalanced through some mental or physical handicap." To enable it to form a clear picture of each home-educated child, the P.N.E.U. requires initial details which include an assessment of his appearance, character and powers of observation and an outline drawing of his hand.

Charlotte Mason believed that any child can develop remarkable powers of concentration through early training. This is done today by making it write or "tell back" what it has grasped from a single reading. The child educated according to P.N.E.U. principles thus not only avoids having to "learn" by several readings but does not even do end-of-term revision. Findings by independent examiners prove that the system really works. For the parent-teacher it has many advantages. It eliminates much tedious and distasteful repetition, for instance, and it requires such deep concentration that only short hours of work are possible, allowing for considerable adaptation in different conditions. In tropical countries, for instance, the child usually completes his serious studies in the early morning, devoting the evening to handicraft and nature study.

Mothers as "Primary Teachers"

But are the average parents really capable of educating their children? "It depends," Miss Wareham admits, "on themselves—or more usually, since the father is already working, on the mother. But the mother who can master and explain the subject matter and maintain discipline does not find it too difficult." Most sensible women, on the other hand, can cope with children till the age of seven or twelve when Latin and mathematics grow rather complicated. About that age, many children living abroad have to be sent home to school to get the professional instruction vital for G.C.E. An alternative to parental "do-it-yourself" schooling is the system recently resorted to by six families living in Antigua. They clubbed together to engage a governess trained on P.N.E.U. lines. Such governesses are running these tiny schools in unlikely spots all over the world, often at the employer's rather than the parent's expense. Their pupils are found to be at no disadvantage when they go on to standard school in the United Kingdom.

Not all home schoolrooms are successful, of course. Sometimes an over-enthusiastic parent spoils things by filling the child with more than the prescribed hours. Sometimes, after the excitement of starting, she finds she lacks the mental resources to carry on. Household duties, which would deter many women at home from teaching their children, are not a serious difficulty in countries where servants are plentiful. Some wives find in home teaching a salvation for themselves as well as their children," says Miss Wareham. "A mother in Northern Rhodesia was so interested in preparing the hard day's work that she was annoyed when neighbour's interrupted her."

A special P.N.E.U. class exists for children with a special need—perhaps for music or acting—where the normal curriculum would not give them any opportunity of developing fully. Both at home and abroad, however, P.N.E.U. work seems to be doing just to its home schoolrooms but in its many schools which are open to the public. In some parts of the world these schools are exercising considerable influence on local educational opinion: they are inspected by the authorities and accept pupils of all nationalities.

DURRANT'S PRESS CUTTINGS

28-29, Mount Pleasant, London, W.G.1.
Telephone: CENTRAL 3148 (Two Lines)

Surrey Mirror

Ladbroke Road, Redhill

Cutting from issue dated 21 AUG 1959

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A social P.N.E.U. class exists for children with a special bias—perhaps for music or acting—which the normal curriculum would not give them an opportunity of developing fully. Both at home and abroad, however, P.N.E.U.'s major work is being done not in its home schoolrooms but in its many schools which are open to the public. In some parts of the world these schools are exerting considerable influence on local educational opinion; they are inspected by the authorities and accept pupils of all nationalities.

DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.G.1.
Telephone: CENTRAL 3148 (Two Lines)

Times Educational Supplement
Printing House Square, London, E.C.4.

Cutting from issue dated.....A-SEP-1959

Letters to the Editor (continued)

PAYMENT BY DESERTS

Sir,—I was interested to read on the front page of your issue dated Friday, August 21, that teachers in America can "amass extra increments" by attending holiday courses. Whilst admitting that it is obviously preferable for teachers to take such courses without regard to pecuniary consideration, as in this country, nevertheless the American system contains much to be commended, and could be well applied to some measure in this country.

With the present shortage of teachers it is necessary to employ a large proportion of married women in our schools, and undoubtedly without their valued assistance our whole educational system would be thrown into confusion if not complete collapse. For the majority of such teachers their work in school must be of secondary importance—the care of their homes and families must be foremost in their minds. This means that married men and single teachers, for whom teaching is a full-time occupation, must at times feel disheartened and rather disillusioned when they realize that their job is perhaps only a part-time one after all: so many of their colleagues receive the same remuneration without having the spare time to devote to preparation and waste reading so necessary to good teaching.

The rigid and inflexible Burnham scale encourages this attitude of mind. Provided parents are able to crawl to their classrooms for the majority of forty weeks in the year they receive an annual pay rise every April until they reach a maximum of £345, irrespective of the quality or competence of their work. The most crass classroom bores, and the most unimaginative teachers still receive an annual increment, or if none, a rise when the Burnham scale is revised. The old story is frequently preached that it is experience that counts, not does not hold water. There are many cases of teachers whose lessons have become so rigid and stereotyped that they have remained the same for ten, twenty, or even thirty years without alteration. During this time they have made little or no progress having sunk into a state of mental stagnation.

All teachers alike are made slaves to this iniquitous Burnham scale, and there is precious little first-class and enthusiastic teachers can do to secure the financial increase they so richly deserve. True there are graded posts, but these again are firmly fixed and cannot be increased for greater effort and efficiency. There is, of course, always the chance of a headship, but with the present constant reorganization and the growth of large schools, such as all of the comprehensive variety, these are rapidly decreasing in number, and the time is not too far hence when only a fractional proportion of teachers will be able to hold headships. Many young prospective teachers must realize this situation, and so wisely decide to enter another occupation where their efforts will be more readily appreciated. Consequently as the years pass the standard of teachers will sink lower and lower, unless some method is devised to reward those who enter the profession with energy, enthusiasm, enterprise, and intelligence.

This is not a plea for "payment by results," but merely a request for pay increments to go to those who deserve them. The national economy cannot possibly stand the constant uniform pay rises to all and sundry without consideration of skill and ability. As a result there must be a readjustment of salary among teachers themselves, so that the good ones receive up to a possible £2,000 a year, whilst those who lack enthusiasm and vitality for the job and women, who through family ties, are unable to regard their teaching as a full-time occupation receive round about £500 a year. Admittedly it is most difficult to assess the worth of a teacher, particularly as this work is of such a personal nature, but for a start there are two methods that could be employed to good effect to determine those worthy of pay increases.

First of all, increments could be given for attending holiday courses as in America; secondly, those teachers who spend their time studying for extra diplomas and other things of this kind—all of which must make them better teachers—could be rewarded in the same way. I am sure other people could add to these two initial suggestions. Under a system of this kind a career in teaching would have much to offer those with enterprise, initiative, and enthusiasm, and ambitious young people would be keen to enter such a profession. Obviously not all teachers would or could reach the highest level, but out of all this would come forth a hierarchy of really excellent teachers, instead of the all-round mediocrity mingled with the perpetual cry for more pay prevailing in many of our schools today.

* Dunston, Thorne, Mks. Lane,
Conveyer, Norwich.

LEARNING AT HOME

Sir,—Why should your correspondent, in "Learning at Home," go to a small town in Michigan to find a system of home-teaching that has existed in this country for years? The 1944 Anti-Secularism Society denies this type of

teaching and according to the Ministry over two thousand children are now being taught at home. Some authorities have been tardy in their duty in this direction but several, including my own, are running a very efficient service.

STEPHEN JACKSON,
231, Lichfield Road, Shore Oak,
Walsall Wood, Walsall, Staffs.

Sir,—In your interesting article headed "Learning at Home" you make no reference to the opportunities afforded by the "Parents' Union School" (P.U.S.). Through this correspondence school parents are teaching their own children in every part of the world from Hawaii, Fiji Islands, and Tristan da Cunha to isolated corner places in the British Isles. In many cases, several families are able to join and form a class or a school. The personnel of many of our larger industrial firms are influenced in taking up appointments by the knowledge of the existence of this correspondence school which covers children from five to 18. Having been functioning for over 60 years, experience has shown that children are well equipped in entering other schools and are often found to be above standard.

Many parents testify to the joy of sharing their children's interests and watching their development, while using the programmes of work provided, and the moderate cost of £4.10 per annum, according to children's age, plus necessary books, makes little demand on their finances.

H. FRANKLIN,
Glenfield, Ray, Letterkenny, Co.
Down.

DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.G.1.
Telephone: CENTRAL 3148 (Two Lines)

Huddersfield Daily Examiner
Ramsden Street, Huddersfield.

Cutting

12 SEP 1955
Education In The Home

Teach Yourself— And Then Teach Your Children

A FATHER-OF-THREE with a problem burst into an office in London's Westminster last spring. He had been offered a job as civil engineer in the British Cameroons at twice his existing salary, but one thing stopped him from accepting outright—he had three children, aged between four and seven. How were they to be educated out in Africa, eighty miles from the nearest school?

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By

R. F. LAMBERT

Many British families living in remote parts abroad had already come to the same conclusion. Every month, letters reach P.N.E.U.'s London headquarters from places as distant as Ascension Island, Antigua and Tristan da Cunha, as well as former British colonies which are now self-governing.

P.N.E.U., the non-profit-making educational organisation which solves the problem for so many, was founded in 1888 by Charlotte Mason. A gifted educationist, three years later, in 1891, she started the Parents' Union School, a kind of correspondence school for children who were forced by circumstances to learn at home. Today the P.U.S. is making home education possible—and legally permissible—for nearly 1,200 children in the United Kingdom and abroad. The Ministry of Education approves of the P.N.E.U. home schoolrooms so long as the programmes are properly followed.

Separate Plan

P.N.E.U. advocates not merely a system of home schooling but an educational system that is universally applicable. It is being used today in more than a hundred schools, with many thousands of pupils in all parts of the world.

"We believe," says Miss Wareham, "that all children are individuals needing individual attention. Consequently, each pupil has a separate plan of work drawn up for him. This plan can be of exceptional value to children who have become unbalanced through some mental or physical handicap."

To enable it to form a clear picture of each home-educated child, the P.N.E.U. requires initial details, which include an assessment of his appearance, character and powers of observation and an outline drawing of his hand.

The System Works

Charlotte Mason believed that any child can develop remarkable powers of concentration through early training. This is done today by making it write or "tell back" what it has grasped from a single reading. The child educated thus not only acquires principles "learn" by several readings but revision, findings by independent examination prove that the system really works.

For the parent-teacher it has many advantages. It eliminates much laborious and distasteful repetition, for instance, and it requires such deep concentration that only short hours of work are

possible, allowing for considerable adaptation in different conditions. In tropical countries, for instance, the child usually completes his serious studies in the early morning, devoting the evening to handicrafts and nature study.

But are the average parents really capable of educating their children? "It depends," Miss Wareham admits, "on themselves—or more usually, on themselves. But the mother who can master and explain the subject does not find it too difficult."

Living Abroad

Most sensible women, on the other hand, can cope with children (ill the age of eleven or twelve) when Latin and mathematics grow rather complicated. About that age, many children living abroad have to be sent home to school to get the professional instruction vital for G.C.E.

An alternative to parental "do-it-yourself" schooling is the system recently resorted to by six families living in Antigua. They clubbed together to engage a governess trained on P.N.E.U. lines. Such governesses are running these tiny schools in often at the employers' rather than the parents' expense. Their pupils are found to be at no disadvantage when they go on to standard school in the United Kingdom.

Mental Resources

Not all home schoolrooms are successful, of course. Sometimes an over-enthusiastic parent spoils things by letting the child work longer than the prescribed hours. Sometimes, after the excitement of starting, she finds she lacks the mental resources to carry on.

Household duties which would deter many women at home from teaching their children, are not a serious difficulty in countries where servants are plentiful. "Some wives find in home teaching a salvation for themselves as well as their children," says Miss Wareham. "A mother in Northern Rhodesia grew so interested in preparing the next day's work that she was annoyed when neighbours interrupted her."

All Nationalities

A special P.N.E.U. class exists for children with a special bent—perhaps for music or acting—which the normal curriculum would not give them an opportunity of developing fully.

Both at home and abroad, however, P.N.E.U.'s major work is being done not in its home schoolrooms but in its many schools which are open to the public. In some parts of the world these schools are exercising considerable influence on local education. The authorities are issuing pupils of all nationalities.

"Some parents show a surprising lack of knowledge of our way of running things," says Miss Wareham. "Our father, for instance, insisted on offering because he was convinced that the more he paid the more his son would be taught."

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DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines).

The Star

19/22, Bouverie Street, London, E.C.4.

Cutting from issue dated..... 30 SEP 1959.....

Weekly lessons are sent to them by post **HOW CHILDREN IN LONELY ISLES ARE EDUCATED**

IN a basement office in Vandon Street, Westminster, are the headquarters of an organisation which is making home education possible for children throughout the world.

The Parents' National Educational Union was founded in 1888 by Charlotte Mason for parents who, for some reason or other, are unable to have their children educated in the ordinary way.

About 500 children in Britain—and a larger number abroad—are being taught at home on PNEU lines without any trouble from the Ministry of Education.

"Most of our pupils in Britain cannot go to school for a good reason," an official explained. "Many young ones, for instance, live in isolated spots.

"Others suffer from some mental or physical handicap and would not fit easily into special schools.

"A third class consists of those with a special bent—perhaps for music or acting—which they would not have a chance to develop fully at an ordinary school."

Most parents, acting on the very full advice which is sent out with the lessons, find that they can teach their children successfully till the age of eleven or twelve, when Latin and mathematics grow complicated for those not academically qualified.

Lonely isles

Sometimes, however, parents with the necessary training may take on two or three of their neighbours' children as well as their own.

"Church of England clergymen," the official said, "usually make excellent home teachers."

Much of PNEU's most important work is done abroad. In lonely Pacific islands, in African mission posts and Middle East oil fields weekly lesson sheets go out to children who would otherwise be unable to remain with their parents.

When they return to school in Britain they are found to be at no disadvantage compared with those whose early education is on traditional lines.

Concentration

The PNEU system, which is used in more than a hundred schools as well as home school-rooms, insists that each child is an individual needing individual treatment.

"We believe," said the spokesman, "that each child should have a separate plan of work." Emphasis is laid on developing powers of concentration through early training. After a single reading of each lesson, the child is required to write or tell what he or she has learned.

Parents Ed U.

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News Chronicle

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Significant how many friends of royalty listen to Duke's headmaster

John London

THE choice of a future school for Prince Charles is still one of royalty's best kept secrets. It has been confidently predicted that Eton will be the place. Westminster has been mentioned, too.

My own sneaking suspicion that Prince Charles is more likely to be educated at the school his father most fervently advocates, his own old school of Gordonstoun, was strengthened yesterday.

On a brief visit to this country from his Salem headquarters in Germany was Dr. Kurt Hahn, founder and former headmaster of Gordonstoun.

It was significant, I think, now many close friends of the Royal Family were at the annual meeting of the Parents National Education Union to hear his speech and pay homage to his educational methods.

In the chair was Lady Bra-bourne, eldest daughter of the Duke of Edinburgh's uncle, Earl Mountbatten.

Proposing a vote of thanks which showed her to be a devoted disciple of the doctor's system was Lady Rupert Neville, one of the Queen's closest circle of friends.

Privately

Prince Philip's private secretary, Mr. James Orr, who is himself an old boy of Gordonstoun, slipped quietly into a back seat as the speech was about to start.

Mr. Orr was there "purely privately," Dr. Hahn told me last night.

As for Prince Charles going to Gordonstoun he says: "I have not the slightest idea whether he will—I am out of touch."

But he took the opportunity of returning a compliment to Prince Philip, who never loses an opportunity himself of extolling the systems of his old headmaster.

Dr. Hahn told the meeting of the ways in which boys' characters can be built up by self-

discipline and physical toughness.

Outside his own schools and the Outward Bound schemes, he recommended the Duke of Edinburgh's Award Scheme.

Gordonstoun is the public school on the Moray Firth in Scotland, where the boys take cold baths and long runs before breakfast.